

# **Pearson Good Habits Great Readers, Grade 3 ©2007**

**Correlated to**

## **Textbook Alignment to the Utah Third Grade Language Arts Core**



## Textbook Alignment to the Utah Core – Third Grade Language Arts

*This alignment has been completed using an “Independent Alignment Vendor” from the USOE approved list  
([www.schools.utah.gov/curr/imc/indvendor.html](http://www.schools.utah.gov/curr/imc/indvendor.html).)* Yes X No \_\_\_\_\_

Name of Company and Individual Conducting Alignment: Book works Santa Fe LLC, Shannon O’Grady, PhD, President

A “Credential Sheet” has been completed on the above company/evaluator and is (Please check one of the following):

- ☐ On record with the USOE.
- ☐ The “Credential Sheet” is attached to this alignment.

Instructional Materials Evaluation Criteria (name and grade of the core document used to align): Third Grade Language Arts Core Curriculum

Good Habits Great Readers Shared Reading Teacher’s Edition Grade 3

Title: Good Habits Great Readers Shared Reading Teacher’s Edition Grade 3 ISBN#: 0-7652-8072-8

Publisher: Pearson Education, Inc., publishing as Celebration Press

Overall percentage of coverage in the *Student Edition (SE)* and *Teacher Edition (TE)* of the Utah State Core Curriculum: Teacher Edition - 86%

Overall percentage of coverage in *ancillary materials* of the Utah Core Curriculum: \_\_\_\_\_%

**STANDARD I: Students develop language for the purpose of effectively communicating through listening, speaking, viewing, and presenting.**

Percentage of coverage in the <i>student and teacher edition</i> for Standard I: <i>Teacher Edition</i> - 66%		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard I: _____%		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
<b>Objective 1.1:</b> Develop language through listening and speaking.				
a.	Identify specific purpose(s) for listening (e.g., to gain information, to be entertained).	Each new lesson contains multiple opportunities to identify specific purposes for reading, e.g., 30-39, 42-51, 54-63, 66-75, 84-93, 96-105, 108-117, 120-129, 138-147, 150-159, 162-171, 174-183, 192-201, 204-211, 216-225, 228-337, 246-255, 258-267, 270-279, 282-291, 300-309, 312-321, 324-333, 336-345, 354-363, 366-375, 378-387, 390-399		

b.	Listen and demonstrate understanding by responding appropriately (e.g., follow multiple-step directions, restate, clarify, question).	Students given opportunities during <i>Review and Reflect</i> and <i>Pause and Reflect</i> exercises, e.g., 30, 32, 34, 36, 38, 42, 44, 46, 48, 50, 54, 56, 58, 60, 62, 66, 68, 70, 72, 74, 84, 86, 88, 90, 92, 108, 110, 112, 114, 116, 120, 122, 124, 126, 128, 138, 140, 142, 144, 146, 150, 152, 154, 156, 158, 162, 164, 166, 168, 170, 174, 176, 178, 180, 182, 192, 194, 196, 198, 200, 204, 206, 208, 210, 216, 218, 220, 222, 224, 228, 230, 232, 234, 236, 246, 248, 250, 252, 254, 258, 260, 262, 264, 266, 270, 272, 274, 276, 278, 282, 284, 286, 288, 290, 300, 302, 304, 306, 308, 312, 214, 316, 318, 320, 324, 326, 328, 330, 332, 336, 338, 340, 342, 344, 354, 356, 358, 360, 362, 366, 368, 370, 372, 374, 378, 380, 382, 384, 386, 390, 392, 394, 396, 398		
c.	Speak clearly and audibly with expression in communicating ideas (i.e., effective rate, volume, pitch, tone, phrasing, tempo).	Can be evaluated by teacher when working on retelling exercises of found throughout text: e.g., 36, 38, 48, 50, 60, 62, 72, 74, 90, 92, 102, 104, 116, 126, 128, 144, 156, 158, 168, 170, 182, 198, 200, 210, 212, 222, 224, 234, 252, 254, 264, 266, 276, 278, 288, 290, 306, 318, 310, 330, 332, 342, 344, 360, 372, 384, 386, 396, 398		

d.	Speak in complete sentences with appropriate subject-verb agreement.	Student ability to speak in complete sentences can be determined by teacher while working on retelling activities: e.g.; 36, 38, 48, 50, 60, 62, 72, 74, 90, 92, 102, 104, 116, 126, 128, 144, 156, 158, 168, 170, 182, 198, 200, 210, 212, 222, 224, 234, 252, 254, 264, 266, 276, 278, 288, 290, 306, 318, 310, 330, 332, 342, 344, 360, 372, 384, 386, 396, 398		
Objective 1.2: Develop language through viewing media and presenting.				
a.	Identify specific purpose(s) for viewing media (i.e., to identify main idea and details, to gain information, distinguish between fiction/nonfiction, distinguish between fact/opinion, form an opinion).	N/A		
b.	Use a variety of formats (e.g., drama, sharing of books, personal writings, choral readings, informational reports) in presenting with various forms of media (e.g., pictures, posters, charts, ads, newspapers).	N/A		
STANDARD II: Students develop an understanding of how printed language works.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard II: <i>Teacher Edition</i> - 0%		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard II: _____%		
STANDARD III: Students develop phonological and phonemic awareness.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard III: <i>Teacher Edition</i> - 0%		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard III: _____%		

STANDARD IV: Students use phonics and other strategies to decode and spell unfamiliar words while reading and writing.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard IV: <i>Teacher Edition</i> - 100%		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard IV: _____%		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 4.1: Demonstrate an understanding of the relationship between letters and sounds. (See kindergarten, first, and second grade)..				
Objective 4.2: Use knowledge of structure analysis to decode words. (See kindergarten, first, and second grade.).				
Objective 4.3: Spell words correctly.				
a.	Use knowledge of word families, patterns, syllabication, and common letter combinations to spell new words.	30, 42, 54, 66, 84, 96, 108, 120, 138, 150, 162, 174, 192, 204, 216, 228, 246, 258, 270, 282, 300, 312, 324, 336, 354, 366, 378, 390		
b.	Spell correctly grade level compound words, words with plural endings, and common phonograms.	29, 30, 41, 107, 110, 227		
c.	Spell an increasing number of high-frequency and irregular words correctly (e.g., friend, square, special).	Teacher can use every lesson to expand upon standard, e.g., 30-39, 42-51, 54-63, 66-54, 84-93, 96-105, 108-117, 120-129, 138-147, 150-159, 162-151, 174-183, 192-201, 204-211, 216-225, 228-337, 246-255, 258-267, 270-279, 282-291, 300-309, 312-321, 324-333, 336-345, 354-363, 366-375, 378-387, 390-399		
d.	Learn the spellings of irregular and difficult words (e.g., because, animals, before, answer, weight).	N/A		

<b>Objective 4.4:</b> Use spelling strategies to achieve accuracy (e.g., prediction, visualization, association).				
<b>a.</b>	Use knowledge about spelling to predict the spelling of new words.	44, 173		
<b>b.</b>	Visualize words while writing.	<i>Writing Center</i> activities provide opportunities for student to visualize while writing, e.g., 29, 41, 53, 65, 83, 107, 119, 137, 149, 161, 173, 191, 203, 215, 227, 245, 257, 281, 299, 311, 332, 335, 353, 365, 377, 289		
<b>c.</b>	Associate the spelling of new words with that of known words and word patterns.	<i>Word Study</i> and <i>Writing Center</i> activities provide opportunities for student to associate spelling of new words with known words, e.g., 29, 41, 53, 65, 83, 107, 119, 137, 149, 161, 173, 191, 203, 215, 227, 245, 257, 281, 299, 311, 332, 335, 353, 365, 377, 389		
<b>d.</b>	Use spelling generalities to assist spelling of new words (e.g., doubling of consonants, "le" endings, adding suffixes).	<i>Word Study</i> and <i>Writing Center</i> activities provide opportunities for student use spelling generalities, e.g., 29, 41, 53, 65, 83, 107, 119, 137, 149, 161, 173, 191, 203, 215, 227, 245, 257, 281, 299, 311, 332, 335, 353, 365, 377, 389		

<b>STANDARD V: Students develop reading fluency to read aloud grade level text effortlessly without hesitation.</b>				
<b>Percentage of coverage in the <i>student and teacher edition</i> for Standard V: <i>Teacher Edition</i> - 100%</b>		<b>Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard V: _____%</b>		
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective 5.1:</b> Read aloud grade level text with appropriate speed and accuracy.				
<b>a.</b>	Read grade level text at a rate of approximately 100 wpm.	Opportunities through <i>QuickReads</i> Connection, e.g., 29, 41, 53, 65, 83, 107, 119, 137, 149, 161, 173, 191, 203, 215, 227, 245, 257, 281, 299, 311, 332, 335, 353, 365, 377, 389		
<b>b.</b>	Read aloud grade level text with an accuracy rate of 95- 100%.	Teacher may evaluate through fluency practice exercises found within text, e.g., 88, 262, 340		
<b>Objective 5.2:</b> Read aloud grade level text effortlessly with clarity.				
<b>a.</b>	Read grade level text in meaningful phrases using intonation, expression, and punctuation cues.	206, 220, 232, 370		
<b>b.</b>	Read with automaticity 300 third grade high-frequency/sight words.	Opportunities through <i>QuickReads</i> Connection, e.g., 29, 41, 53, 65, 83, 107, 119, 137, 149, 161, 173, 191, 203, 215, 227, 245, 257, 281, 299, 311, 332, 335, 353, 365, 377, 389		



STANDARD VI: Students learn and use grade level vocabulary to increase understanding and read fluently.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard VI: <i>Teacher's Edition</i> 100%		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard VI: _____%		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 6.1: Learn new words through listening and reading widely.				
a.	Use new vocabulary learned by listening, reading, and discussing a variety of genres.	30, 42, 54, 66, 84, 96, 108, 120, 138, 150, 162, 174, 192, 204, 216, 228, 246, 258, 270, 282, 300, 312, 324, 336, 354, 366, 378, 390		
b.	Learn the meaning and properly use a variety of grade level words (e.g., words from literature, social studies, science, math).	30, 42, 54, 66, 84, 96, 108, 120, 138, 150, 162, 174, 192, 204, 216, 228, 246, 258, 270, 282, 300, 312, 324, 336, 354, 366, 378, 390		
Objective 6.2: Use multiple resources to learn new words by relating them to known words and/or concepts. See second, third, fourth, fifth, and sixth grades.				
a.	Use multiple resources to determine the meanings of unknown words (e.g., simple dictionaries, glossaries, beginning thesauruses).	29, 41, 149, 281, 274, 284, 335, 356		
b.	Relate unfamiliar words and concept to prior knowledge to increase vocabulary (e.g., rotation: planets, spinner, taking turns).	84, 142, 150, 152, 154, 156, 158, 180, 338		
Objective 6.3: Use structural analysis and context clues to determine meanings of words.				
a.	Identify meanings of words using prefixes and suffixes.	95, 98, 119, 122, 269, 272		
b.	Use context to determine the meaning of unknown key words (e.g., The <u>ferocious</u> dog growled at the children.).	124, 174, 332, 358		

c.	Use context to determine the meanings of synonyms, antonyms, homonyms (e.g., blue, blew) and multiple-meaning words (e.g., light).	152, 245, 248, 323, 326, 377, 380, 392		
<b>STANDARD VII: Students understand, interpret, and analyze narrative and informational grade level text.</b>				
<b>Percentage of coverage in the <i>student and teacher edition</i> for Standard VII: <i>Teacher's Edition</i> -100%</b>		<b>Percentage of coverage not in student or teacher edition, but covered in the ancillary material for Standard VII: _____%</b>		
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i>✓</b>
<b>Objective 7.1: Identify purposes of text.</b>				
a.	Identify purpose for reading.	44, 246, 248, 250		
b.	Identify author's purpose.	88, 100, 254, 366, 384, 392		
<b>Objective 7.2: Apply strategies to comprehend text.</b>				
a.	Relate prior knowledge to make connections to text (e.g., text to text, text to self, text to world).	138, 140, 142, 144, 342, 344		
b.	Generate questions about text (e.g., factual, inferential, evaluative).	96, 98, 100, 104, 108, 210, 245, 250, 354		
c.	Form mental pictures to aid understanding of text.	137, 176, 336, 338, 340, 342, 344		
d.	Make and confirm predictions while reading using title, picture clues, text and/or prior knowledge.	30, 54, 84, 86, 90, 96, 138, 162, 174, 204, 228,		
e.	Make inferences and draw conclusions from text.	173-174, 178, 180		
f.	Identify topic/main idea from text; note details.	60, 62, 90, 92, 104, 182, 252, 264, 374		
g.	Summarize important ideas/events; summarize supporting details in sequence.	128, 362, 372		
h.	Monitor and clarify understanding applying fix-up strategies while interacting with text.	110, 112, 114, 324, 326		
i.	Compile information from text.	90, 92, 102, 314, 316, 360, 384, 396		

<b>Objective 7.3:</b> Recognize and use features of narrative and informational text.				
<b>a.</b>	Identify characters, setting, sequence of events, problem/resolution.	116, 168, 192, 198, 204, 208, 377-378		
<b>b.</b>	Identify different genres: fairy tales, poems, realistic fiction, fantasy, fables, folk tales, tall tales, biographies, historical fiction.	54, 66, 138, 192, 216, 228, 300, 324, 378		
<b>c.</b>	Identify information from pictures, captions, diagrams, charts, graphs, table of contents, index, and glossary.	30, 96, 272, 274, 284, 314, 318, 257, 270, 274, 356		
<b>d.</b>	Identify different structures in text (e.g., problem/solution, compare/contrast).	156, 158, 198, 208, 396		
<b>e.</b>	Locate facts from a variety of informational texts (e.g. newspapers, magazines, books, other resources).	84, 162, 246, 257-258, 282, 312, 354, 366		
<b>STANDARD VIII: Students write daily to communicate effectively for a variety of purposes and audiences.</b>				
<b>Percentage of coverage in the <i>student and teacher edition</i> for Standard VIII: <i>Teacher's Edition</i> -72%</b>		<b>Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard VIII: _____%</b>		
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective 8.1:</b> Prepare to write by gathering and organizing information and ideas (pre-writing).				
<b>a.</b>	Generate ideas for writing by reading, discussing literature and informational text, and reflecting on personal experiences.	29, 41, 53, 65, 83, 107, 119, 137, 149, 161, 173, 191, 203, 215, 227, 245, 257, 281, 299, 311, 332, 335, 353, 365, 377, 389		
<b>b.</b>	Select and narrow a topic from generated ideas.	<i>Writing Center</i> activities can assist student in narrowing topics, e.g., 29, 41, 53, 65, 83, 107, 119, 137, 149, 161, 173, 191, 203, 215, 227, 245, 257, 281, 299, 311, 332, 335, 353, 365, 377, 389		

c.	Identify audience, purpose, and form for writing.	<i>Writing Center</i> activities can assist student in identifying audience, purpose and form, e.g., 29, 41, 53, 65, 83, 107, 119, 137, 149, 161, 173, 191, 203, 215, 227, 245, 257, 281, 299, 311, 332, 335, 353, 365, 377, 389		
d.	Use a variety of graphic organizers to organize information.	302, 304, 306, 308, 312, 314, 318, 320		
<b>Objective 8.2:</b> Compose a written draft.				
a.	Draft ideas on paper in an organized manner utilizing words and sentences (e.g., beginning, middle, end; main idea; details; characterization; setting; plot).	Student can organize draft ideas in an organized manner through <i>Writing Center</i> Activities found throughout text, e.g., 29, 41, 53, 65, 83, 107, 119, 137, 149, 161, 173, 191, 203, 215, 227, 245, 257, 281, 299, 311, 332, 335, 353, 365, 377, 389		
b.	Use voice to fit the purpose and audience.	Multiple opportunities through <i>Writing Center</i> Activities found throughout text, e.g., 29, 41, 53, 65, 83, 107, 119, 137, 149, 161, 173, 191, 203, 215, 227, 245, 257, 281, 299, 311, 332, 335, 353, 365, 377, 389		
c.	Use strong verbs and vivid language.	<i>Writing Center</i> Activities found throughout text provide multiple opportunities, e.g., 29, 41, 53, 65, 83, 107, 119, 137, 149, 161, 173, 191, 203, 215, 227, 245, 257, 281, 299, 311, 332, 335, 353, 365, 377, 389		

d.	Identify and use effective leads and strong endings.	Student will identify and use effective leads and strong endings during <i>Writing Center</i> Activities found throughout text, e.g., 29, 41, 53, 65, 83, 107, 119, 137, 149, 161, 173, 191, 203, 215, 227, 245, 257, 281, 299, 311, 332, 335, 353, 365, 377, 389		
<b>Objective 8.3:</b> Revise by elaborating and clarifying a written draft.				
a.	Revise draft to add details, strengthen word choice, clarify main idea, and reorder content.	288, 290, 344, 372		
b.	Enhance fluency by using a variety of complete sentences (i.e., varied sentence length, simple and complex sentences).	29, 41, 53, 65, 83, 107, 119, 137, 149, 161, 173, 191, 203, 215, 227, 245, 257, 281, 299, 311, 332, 335, 353, 365, 377, 389		
c.	Revise writing, considering the suggestions of others.	372		
<b>Objective 8.4:</b> Edit written draft for conventions.				
a.	Edit writing for correct capitalization and punctuation (i.e., capitals in holidays, titles, dates, greetings and closings of letters, personal titles, contractions, abbreviations).	N/A		
b.	Edit for spelling of grade level-appropriate words.	N/A		
c.	Edit for standard grammar (e.g., subject-verb agreement, verb tense, comparatives, superlatives, pronouns).	N/A		
d.	Edit for appropriate formatting features (e.g., margins, indentations, titles).	N/A		
<b>Objective 8.5:</b> Use fluent and legible handwriting to communicate.				
a.	Write using upper- and lower-case cursive letters using proper form, proportions, and spacing.	N/A		
b.	Develop fluency with cursive handwriting.	N/A		
c.	Produce legible documents with cursive handwriting.	N/A		

<b>Objective 8.6:</b> Write in different forms and genres.				
<b>a.</b>	Produce personal writing (e.g., journals, friendly notes and letters, personal experiences, family stories, literature responses).	119, 281, 335		
<b>b.</b>	Produce traditional and imaginative stories, narrative and formula poetry.	29, 53, 137, 215, 389		
<b>c.</b>	Produce informational text (e.g., explanation of a complex process--math/journals, observations, content area reports, summaries).	41, 191, 257, 269, 365		
<b>d.</b>	Produce writing to persuade (e.g., expressing opinions with supporting data).	41, 281		
<b>e.</b>	Produce functional text (e.g., newspaper and newsletter articles).	203		
<b>f.</b>	Share writing with others using illustrations, graphs, and/or charts to add meaning.	29, 83, 161, 245, 299, 353, 365, 377		
<b>g.</b>	Publish 4-6 individual products.	29, 41, 53, 65, 83, 107, 119, 137, 161, 173, 203, 227, 245, 257, 281, 299, 335, 353, 365, 377, 389		